



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 11911460  
SAU: York School Department  
School: Coastal Ridge Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

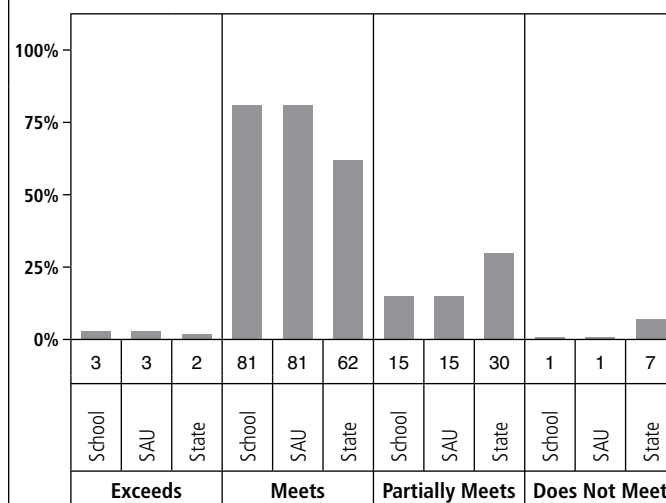
SAU: York School Department

School: Coastal Ridge Elementary

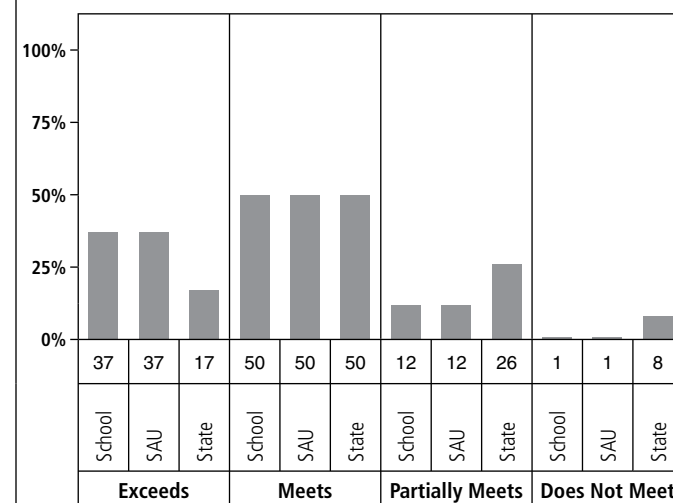
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	348	348	345
2006–2007	349	349	345
<b>2007–2008</b>	<b>349</b>	<b>349</b>	<b>344</b>
Cum. Avg. *	349	349	345
<b>Mathematics</b>			
2005–2006	350	350	344
2006–2007	355	355	347
<b>2007–2008</b>	<b>357</b>	<b>357</b>	<b>347</b>
Cum. Avg. *	354	354	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 3

SAU: York School Department

School: Coastal Ridge Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	132	100	132	100	13803	100	131	99	131	99	13714	99	131	99	131	99	13710	99												
Ethnicity African American/Black	2	2	2	2	399	3	2	100	2	100	391	98	2	100	2	100	392	98												
American Indian or Native Alaskan	1	1	1	1	116	1	1	100	1	100	114	99	1	100	1	100	114	99												
Asian or Pacific Islander	2	2	2	2	210	2	1	50	1	50	205	98	1	50	1	50	206	98												
Hispanic	1	1	1	1	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	126	95	126	95	12916	94	126	100	126	100	12846	100	126	100	126	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	11	8	11	8	2358	17	11	100	11	100	2333	99	11	100	11	100	2329	99												
Current LEP	2	2	2	2	371	3	1	50	1	50	357	96	1	50	1	50	361	98												
Economically disadvantaged	11	8	11	8	5584	40	11	100	11	100	5535	99	11	100	11	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	93	70	93	70	10650	77	91	69	91	69	10678	77												
Identified disability (PET/IEP)	2	2	2	2	475	4	0	0	0	0	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
<b>Participation with accommodations</b>	38	29	38	29	2936	21	40	30	40	30	2911	21												
Identified disability (PET/IEP)	9	24	9	24	1735	59	11	28	11	28	1729	59												
LEP	1	3	1	3	197	7	1	3	1	3	208	7												
504 plan	2	5	2	5	49	2	2	5	2	5	47	2												
Other	27	71	27	71	986	34	27	68	27	68	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	1	1	1	1	80	1	1	1	1	1	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: York School Department  
School: Coastal Ridge Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	3	2	3	2	352	3
	2006-2007	6	4	6	4	332	2
	<b>2007-2008</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>227</b>	<b>2</b>
	Cum. Total*	13	3	13	3	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	131	83	131	83	8641	62
	2006-2007	121	80	121	80	8691	63
	<b>2007-2008</b>	<b>106</b>	<b>81</b>	<b>106</b>	<b>81</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	358	81	358	81	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	18	11	18	11	3671	27
	2006-2007	21	14	21	14	3781	27
	<b>2007-2008</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	59	13	59	13	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	5	3	5	3	1163	8
	2006-2007	4	3	4	3	1021	7
	<b>2007-2008</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>938</b>	<b>7</b>
	Cum. Total*	10	2	10	2	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	32.1	69.8	32.1	69.8	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	16.6	72.2	16.6	72.2	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	15.5	67.4	15.5	67.4	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: York School Department  
 School: Coastal Ridge Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	131	4	3	106	81	20	15	1	1	349	131	3	81	15	1	349	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	2										2						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	126	4	3	102	81	19	15	1	1	349	126	3	81	15	1	349	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	3	27	7	64	1	9	340	11	0	27	64	9	340	2210	0	32	48	20	338
No	120	4	3	103	86	13	11	0	0	350	120	3	86	11	0	350	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	1										1						348	1	36	45	19	339
No	130	4	3	106	82	19	15	1	1	349	130	3	82	15	1	349	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	11	0	0	7	64	4	36	0	0	346	11	0	64	36	0	346	5450	1	49	39	11	341
No	120	4	3	99	83	16	13	1	1	349	120	3	83	13	1	349	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	131	4	3	106	81	20	15	1	1	349	131	3	81	15	1	349	13581	2	62	30	7	344
<b>Gender</b>																						
Female	67	3	4	53	79	11	16	0	0	350	67	4	79	16	0	350	6567	3	65	27	5	345
Male	64	1	2	53	83	9	14	1	2	348	64	2	83	14	2	348	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	0	37	49	14	339
No	131	4	3	106	81	20	15	1	1	349	131	3	81	15	1	349	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	131	4	3	106	81	20	15	1	1	349	131	3	81	15	1	349	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: York School Department  
 School: Coastal Ridge Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	50	1	50	0	0	346	2	0	50	50	0	346	6	0	43	39	18	340
B. less than one hour	83	3	3	93	86	11	10	1	1	350	83	3	86	10	1	350	79	2	65	28	5	345
C. one to two hours	14	1	6	10	56	7	39	0	0	346	14	6	56	39	0	346	12	2	60	31	7	344
D. more than two hours	2	0	0	1	50	1	50	0	0	348	2	0	50	50	0	348	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	19	1	4	18	75	4	17	1	4	349	19	4	75	17	4	349	29	3	62	28	7	345
B. They match some of what I have learned.	56	2	3	60	85	9	13	0	0	350	56	3	85	13	0	350	48	2	67	27	4	345
C. They match just a little of what I have learned.	20	1	4	21	84	3	12	0	0	349	20	4	84	12	0	349	15	1	56	34	9	343
D. There is no match.	5	0	0	2	33	4	67	0	0	341	5	0	33	67	0	341	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	26	2	6	30	88	1	3	1	3	352	26	6	88	3	3	352	42	3	67	24	6	346
B. good	66	2	2	68	79	16	19	0	0	348	66	2	79	19	0	348	46	1	62	32	5	344
C. fair	8	0	0	7	70	3	30	0	0	345	8	0	70	30	0	345	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	13	1	6	10	63	5	31	0	0	347	13	6	63	31	0	347	22	1	48	38	12	341
B. about the same as my regular schoolwork	73	2	2	77	83	14	15	0	0	349	73	2	83	15	0	349	57	2	68	26	4	346
C. easier than my regular schoolwork	15	1	5	16	84	1	5	1	5	350	15	5	84	5	5	350	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	10	0	0	11	85	2	15	0	0	345	10	0	85	15	0	345	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	60	2	3	58	77	15	20	0	0	348	60	3	77	20	0	348	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	30	2	5	31	84	3	8	1	3	352	30	5	84	8	3	352	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	0	0	16	94	0	0	1	6	351	13	0	94	0	6	351	19	3	65	27	6	346
B. 20 minutes to an hour	59	3	4	61	81	11	15	0	0	350	59	4	81	15	0	350	47	2	68	25	5	346
C. less than 20 minutes	23	0	0	21	72	8	28	0	0	346	23	0	72	28	0	346	19	1	56	35	8	343
D. I rarely read at home.	5	1	17	4	67	1	17	0	0	350	5	17	67	17	0	350	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	22	1	4	20	71	6	21	1	4	347	22	4	71	21	4	347	28	1	56	33	9	343
B. six to ten pages	36	2	4	36	80	7	16	0	0	349	36	4	80	16	0	349	23	1	63	29	7	344
C. eleven or more pages	42	1	2	46	87	6	11	0	0	350	42	2	87	11	0	350	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	100	0	0	2	67	1	33	0	0	348	100	0	67	33	0	348						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: York School Department  
School: Coastal Ridge Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	28	18	28	18	1295	9
	2006-2007	44	29	44	29	1985	14
	<b>2007-2008</b>	<b>49</b>	<b>37</b>	<b>49</b>	<b>37</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	121	28	121	28	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	89	57	89	57	6852	49
	2006-2007	82	54	82	54	6990	51
	<b>2007-2008</b>	<b>65</b>	<b>50</b>	<b>65</b>	<b>50</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	236	54	236	54	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	32	20	32	20	4081	29
	2006-2007	26	17	26	17	3673	27
	<b>2007-2008</b>	<b>16</b>	<b>12</b>	<b>16</b>	<b>12</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	74	17	74	17	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	8	5	8	5	1638	12
	2006-2007	0	0	0	0	1193	9
	<b>2007-2008</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	9	2	9	2	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	11.2	74.7	11.2	74.7	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	11.1	79.3	11.1	79.3	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.6	72.0	3.6	72.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	10.6	75.7	10.6	75.7	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008

Grade: 3

SAU: York School Department

School: Coastal Ridge Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	131	49	37	65	50	16	12	1	1	357	131	37	50	12	1	357	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	2										2						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	126	48	38	62	49	15	12	1	1	357	126	38	49	12	1	357	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	2	18	4	36	4	36	1	9	346	11	18	36	36	9	346	2208	6	35	37	21	338
No	120	47	39	61	51	12	10	0	0	358	120	39	51	10	0	358	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	1										1						357	8	29	37	26	336
No	130	49	38	65	50	15	12	1	1	357	130	38	50	12	1	357	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	11	3	27	4	36	4	36	0	0	351	11	27	36	36	0	351	5452	9	45	33	12	343
No	120	46	38	61	51	12	10	1	1	357	120	38	51	10	1	357	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	131	49	37	65	50	16	12	1	1	357	131	37	50	12	1	357	13584	17	50	26	8	347
<b>Gender</b>																						
Female	67	20	30	35	52	12	18	0	0	355	67	30	52	18	0	355	6565	15	49	27	8	347
Male	64	29	45	30	47	4	6	1	2	358	64	45	47	6	2	358	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	5	39	41	15	339
No	131	49	37	65	50	16	12	1	1	357	131	37	50	12	1	357	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	131	49	37	65	50	16	12	1	1	357	131	37	50	12	1	357	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: York School Department

School: Coastal Ridge Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	50	1	50	0	0	348	2	0	50	50	0	348	6	9	40	33	18	340
B. less than one hour	83	44	41	56	52	7	6	1	1	358	83	41	52	6	1	358	79	18	52	24	6	348
C. one to two hours	14	4	22	7	39	7	39	0	0	350	14	22	39	39	0	350	12	16	48	27	8	347
D. more than two hours	2	1	50	0	0	1	50	0	0	352	2	50	0	50	0	352	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	35	24	53	16	36	5	11	0	0	360	35	53	36	11	0	360	37	22	50	22	6	350
B. They match some of what I have learned.	50	20	32	36	57	6	10	1	2	356	50	32	57	10	2	356	46	16	53	25	6	348
C. They match just a little of what I have learned.	13	4	25	8	50	4	25	0	0	351	13	25	50	25	0	351	12	9	44	36	11	342
D. There is no match.	2	1	33	1	33	1	33	0	0	355	2	33	33	33	0	355	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	33	24	60	14	35	2	5	0	0	362	33	60	35	5	0	362	39	25	48	20	7	350
B. good	53	21	32	34	52	9	14	1	2	356	53	32	52	14	2	356	46	14	52	27	7	347
C. fair	13	3	19	10	63	3	19	0	0	351	13	19	63	19	0	351	12	8	49	35	9	343
D. poor	2	0	0	1	50	1	50	0	0	347	2	0	50	50	0	347	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	15	7	37	7	37	5	26	0	0	355	15	37	37	26	0	355	17	7	41	35	17	340
B. about the same as my regular schoolwork	61	29	38	39	51	9	12	0	0	357	61	38	51	12	0	357	59	18	53	24	5	349
C. easier than my regular schoolwork	24	13	42	15	48	2	6	1	3	357	24	42	48	6	3	357	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	35	20	44	22	49	3	7	0	0	358	35	44	49	7	0	358	32	13	47	30	10	345
B. two or three days a week	46	20	34	32	54	7	12	0	0	357	46	34	54	12	0	357	30	20	52	23	5	349
C. two or three times each month	13	7	41	7	41	3	18	0	0	356	13	41	41	18	0	356	19	20	53	21	6	350
D. never or almost never	5	1	14	2	29	3	43	1	14	343	5	14	29	43	14	343	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	2	67	1	33	0	0	0	0	360	2	67	33	0	0	360	7	5	34	40	20	338
B. two or three days a week	27	11	32	18	53	5	15	0	0	356	27	32	53	15	0	356	18	15	50	27	8	346
C. two or three times each month	44	23	41	30	54	2	4	1	2	358	44	41	54	4	2	358	28	21	53	21	4	350
D. never or almost never	27	11	32	15	44	8	24	0	0	354	27	32	44	24	0	354	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	3	21	9	64	2	14	0	0	350	11	21	64	14	0	350	16	8	42	36	13	342
B. 30–45 minutes	22	5	18	16	57	6	21	1	4	351	22	18	57	21	4	351	30	14	53	26	7	347
C. 45–60 minutes	39	22	44	26	52	2	4	0	0	359	39	44	52	4	0	359	32	22	51	22	5	350
D. more than 60 minutes	29	19	51	13	35	5	14	0	0	361	29	51	35	14	0	361	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	100	1	33	2	67	0	0	0	0	352	100	33	67	0	0	352						
B.	0										0											
C.	0										0											
D.	0										0											

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